

Community Based School Management

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ABSTRACT

Base on obsevation, it is founded that here are also schools that are far from sufficient to be able to provide adequate (ideal) facilities and the fact that not all of them were established with sufficient funding, this phenomenon is prevalent in schools that were initiated by the community. This research will use a descriptive qualitative method combined with observation/direct observation. The main instrument to be used is in-depth interviews. It must be appreciated that this school was founded with various considerations which are usually very philosophical, as well as practical as well as being a place for many educated people who are willing to devote their knowledge, but have limited opportunities. So it is very important to unravel this phenomenon, so this research is carried out. This research will use a descriptive qualitative method combined with observation/direct observation. The main instrument to be used is in-depth interviews. It must be appreciated that this school was founded with various considerations which are usually very philosophical, as well as practical as well as being a place for many educated people who are willing to devote their knowledge, but have limited opportunities.

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1. INTRODUCTION

Starting from people's demands for changes in various fields, the government issued Government Regulation No. 25 of 2000 concerning government authority and provincial authority as an autonomous region, then followed by Law No. 32 of 2003 concerning Regional Government. The enactment of this Law certainly has implications for policy phenomena in education, such as strengthening management capacity, and developing community-based management (Fuad, 2010). Further implication, there are two things that are recommended to be developed, namely School-Based Management (SBM) and Community-Based Education (PBM/CBE) as outlined in Law No. 20 of 2003 concerning the National Education System (Fuad, 2010). This activity also refers to expert opinion on Management. Management according to Terry (1986) is the ability to direct and achieve the desired results with the aim of human efforts and other sources. According to Harsey and Blanchard (1988: 4) management is a process of working together between individuals and groups as well as other resources in achieving organizational goals as a managerial activity.

Public participation in education has been included in Law number 20 of 2003 concerning the National Education System. Communities as citizens have an obligation to provide resource support in the implementation of education and have responsibility for the sustainability of education. The community also has the right to organize community-based education, namely the implementation of education based on the uniqueness of religion, social, culture, aspirations, and community potential as the embodiment of education from, by and for the community (Hanik, 2018). The community determines policies and participates in determining quality education for future generations (Suharto, 2012).

This concept requires community involvement in efforts to make educational policies. Community involvement or participation in Indonesian education, as stated by Suyata (1996:2), is nothing new. Private foundations, volunteer organizations, non-governmental organizations, and even individuals have implemented it. Azra, in particular (2002: 5-6) mentions that the Indonesian Muslim community has participated in community-based education for even longer than the archipelago's history of Islam's development. Starting with the frame, dayah, meunasah (Aceh), surau (Minangkabau), pesantren (Java), bustanul atfal, diniyah, and other Islamic schools founded and developed by Muslim communities, almost all Islamic educational institutions in Indonesia are. These institutions are just a few examples of how Indonesian society has used the idea of community-based education throughout history..

Community-based education is education in which the community has the authority to design, organize, implement, assess and develop which leads to efforts to respond to existing challenges and opportunities in a future-oriented manner (Zubaidi, 2012). Community-based education (Community Based Education) is the development of School-Based Management which gives autonomy to schools, in this case the principal who manages education and organizes teaching and learning processes in schools. Society (Community) in this sense can be divided into 2, namely society, namely ordinary people (general public) and special people (special public). Ordinary people who structurally or functionally have a special involvement with the school. Whereas the special community is a community that has collaborated with the madrasah, such as parents (student guardians), school committees, donor groups and organizations/agencies that have work ties with the madrasah (stakeholders). Misyanto in Hartono, (2015).

The concept of community-based education requires community involvement in efforts to make educational policies. According to (Suyata in Suharto, 2005) community involvement or participation in education in Indonesia is nothing new. It has been implemented by private foundations, volunteer groups, non-governmental organizations, and even by individuals. Among the Indonesian Muslim community, community participation in the framework of community-based education has been carried out even longer, that is, it is as old as the history of the development of Islam in the archipelago. Almost all Islamic educational institutions in Indonesia, starting from the pekarang, dayah, meunasah (Aceh), surau (Minangkabau), pesantren (Java), bustanul atfal, diniyah and other Islamic schools were established and developed by the Muslim community.

The term "society" is a translation of society or community. Society is often interpreted as "general public", while community is "local community" or "paguyuban" (Suharto, 2005). According to (Sihombing in Jalal and Supriadi, 2001:) community-based education 186) is community-designed, community-implemented, community-evaluated, and community-developed education that leads to efforts to address challenges and opportunities in particular community environments with an eye toward the future. To put it another way, the idea of education is community-based education "from the community, by the community and for the community". Education that addresses the needs of the community is called education from the community. The community can be positioned as the provider of education or the actor in education itself through education by the community, the community is given the freedom to organize education and as the main actor in implementing education together because in the end the success of the goals of community-based education will return to the interests of the community, namely building the interests of the community. In addition, society has a close relationship between education and society. Education without society will not occur in the educational process because it is the community that fills the education. Likewise with education, people without education will not occur the educational process. So the two cannot be separated from each other.

Because out-of-school education is based on the community rather than the government, Sihombing emphasized that this is the reference for comprehending community-based education. An effort to increase a sense of awareness, concern, ownership, involvement, and community responsibility is the concept of community-based education. (Surakhmad in Suharto, 2005). outlines six requirements that could influence how the idea of community-based education is implemented. Namely: Education is a topic of concern and sensitivity within the community as a whole; The community itself recognizes the significance of education for social progress; The people themselves already feel that they have education as their potential for advancement; Educational objectives that are relevant to the community have been established by the community itself; Education has been implemented with active participation from the community itself; and the neighborhood itself which supports the financing and procurement of educational facilities.

2. METHOD, DATA, ANALYSIS

This article was built on the basis of literature research or literature studies to review books, articles and other relevant literature, especially related to community-based schools. All scientific articles are

sourced from Google Scholar and research. The research findings will be discussed in depth in the literature review / literature review section as the basis for formulating hypotheses and then these two literatures will become the basis for comparison with the results and findings revealed in the research (Ali in Slamet, 2018).

3. RESULT AND DISCUSSION

This discussion will look at how formally and informally this school institution is built. Starting from initial ideas or notions about the importance of establishing a religion-based school and general knowledge level in a village that is far from access to the main regency or provincial roads. How then to start gradually realizing that idea into a reality in the form of a formal school, who is involved and then what is the role of each. Then it continues in the phase where the school is already running/operating and until it gets a formal permit. And in its development it also discussed issues of school structure and institutions to the participation of the community in the course of the school. Things like:

How schools are built and how to build them or establish them

This institution was built from public awareness of the importance of bringing educational services closer to the community, especially religion-based education that is integrated with general education. It is also hoped that the village will become more lively with the existence of good educational institutions, so that it is hoped that it will have an impact on the social conditions of the surrounding community.

According to (Dawam in Jamaluddin, 2015), modern society has three sectors that interact with each other, namely: the government sector with monopoly characteristics and the use of coercive means; the private sector that works based on market mechanisms to earn profits; and the voluntary sector working on a non-profit basis known as non-governmental organizations (NGOs). In civil society, the three sectors of society must have a bargaining position and independence so as to produce a synergistic and symbiotic cooperation in achieving common goals. This can be used as a framework for thinking in an effort to empower the community in one school/madrasah cluster to improve the quality of education. There are several stages that must be passed to establish a school, including (Nurhalim, 2016):

- a. Manage licensing. In the process of taking care of this permit there are several administrative files that must be prepared. Including a letter of introduction from the foundation, background on the establishment of the school/madrasah, vision and mission, objectives, legal entity in charge of the school, time of student learning process activities, structure of the school curriculum, facilities/infrastructure, cover, and an attachment in the form of a statement of school establishment from foundations, RT/RW permits, school logos, maps of school locations, and so on.
- b. Submit a proposal file
- c. Verification by related parties
- d. Receive operational license

Who and how are school principals recruited or selected and what is the recruitment system for educators and education staff

- a. Starting with stakeholder consultation (Ministry of Religion) and submission of requirements for the establishment of Madrasahs by the community, starting in June 2015 the school was officially established and opened new student admissions.
- b. Teacher recruitment system by making recruitment information based on four teacher competencies, namely personality, social, pedagogic, and professional competencies.

To make the position of school principal a professional position, several criteria for professionalism in the field of education management must be met. This will be illustrated in the following proposed alternatives, then private educational foundations only need to select and appoint those who meet these requirements, regardless of qualifications and educational background (school principal). (Wau, 2009):

- a. Every teacher who wants to become a school principal must meet the following requirements:
 - 1) Status as a teacher in a formal education unit
 - 2) Have an academic qualification of at least bachelor degree in the field of science or science cluster taught in the formal education unit
 - 3) Have a minimum bachelor degree at academic qualification in the field of education management/administration
 - 4) If you do not meet criteria No. 3, must have certification in education management/administration held by higher education institutions (Department/Prodi administration/educational management)

- 5) Have teaching experience of at least 5 (five) years in a formal education unit, and
- 6) Undergoing and being declared passed through a fit and proper test before the education board
- b. Every teacher who wants to become a school principal must meet the following requirements:
 - 1) Status as a teacher in a formal education unit
 - 2) Have teaching experience of at least 3 (three) years in a formal education unit
 - 3) Have an academic qualification of at least bachelor degree in the field of science or science cluster taught in the formal education unit
 - 4) Have a minimum bachelor degree academic qualification in the field of education management/administration
 - 5) Have a certification "preparation to become a Principal" through a one-year apprenticeship process
- c. Every teacher who wants to become a school principal must meet the following requirements:
 - 1) Status as a teacher in a formal education unit
 - 2) Have an academic qualification of at least bachelor degree in the field of science or science cluster taught in the formal education unit
 - 3) Have academic qualifications and competencies as an education manager at least bachelor degree
 - 4) Have a "preparation to become a school principal" certification through an apprenticeship process - for one year with a minimum grade of B
 - 5) Apprentice experience as a school principal for one year in a particular educational unit
 - 6) Undergoing and being declared passed through a fit and proper test or fit and proper test before the education board
- d. Every teacher who wants to become a school principal must meet the following requirements:
 - 1) Have academic qualifications and competencies as an education manager at least Masters
 - 2) Have a "preparation to become a school principal" certification through an apprenticeship process – for one year with a minimum grade of B
 - 3) Apprentice experience as a school principal for one year in a particular educational unit
 - 4) Undergo and pass the fit and proper test before the education board.

What is the form and role of the school committee

The school committee formed as a strategic partner for the school consists of representatives from foundations, student guardians, education figures, religious leaders and madrasah officials. The school committee on integrated quality management does not just make policies, but must play an active role in leading the madrasah. This means implicitly that the position of the school committee is equal to that of the school/madrasah principal in determining madrasah policy. Thus the policies regarding the functions decentralized to madrasas, including the curriculum used by madrasas, cannot be separated from the responsibility of the school committee. (Rajah, 2006).

Specifically the school committee's contribution to the school is (Hartono, 2015):

- a. Preparation of school strategic plans, namely school development strategies for the next 3-4 years.
- b. Preparation of the school's annual plan which is an elaboration of the school's strategic plan.
- c. Hold scheduled meetings to accommodate and discuss various needs, problems, aspirations and ideas submitted by school committee members.
- d. Thinking about possible efforts to advance schools, especially those concerning the completeness of school facilities, educational facilities, procurement of education costs, for the excellence and competitiveness of schools in accordance with the aspirations of school stakeholders.
- e. Encourage schools to carry out internal monitoring, self-evaluation and report the results for discussion in the School Committee forum.
- f. Discuss the results of standardized tests carried out by external institutions/institutions in an effort to maintain quality and maintain school learning conditions according to the minimum conditions of student competency.
- g. Discuss the school year end report so as to obtain an accurate picture of the acceptance of the school committee. The report is material for reviewing schools, then submitted to the Office District/City Education.

What is the institutional role of the Foundation which gives the mandate to schools

Through the division in the education sector, the Foundation continues to monitor the development of madrasas, although it cannot fully support the financing sector, considering that the foundation is also

tied to the mosque as the mandate giver. The foundation plays a role in managing the implementation of private education by (Sumarni, 2018):

- a. Entrusting the management and implementation of best educational practices to madrasa heads and teachers
- b. Become a party that thinks about development and determines the direction of madrasah development which is then consulted during meetings with the madrasah committee (determiners of vision, orientation, program platforms and basic madrasah policies)
- c. Pay attention to efforts to provide opportunities for outstanding students through scholarships and others
- d. Provide support to madrasah efforts to advance themselves through information technology or the facilities and infrastructure needed by madrasahs as an institution
- e. Think about funding sources so that madrasah activities can be carried out properly and teachers get support to carry out creative and innovative learning processes
- f. Madrasa management controller

In addition to the role of the foundation above, the foundation also functions as a non-profit organization, meaning that the foundation establishes human welfare, provides protection, assistance, and also services in the social, religious and humanitarian fields. Organizes educational institutions ranging from licensing to operations; determine the vision and mission, program orientation, and policies; selecting, appointing, and dismissing madrasa management staff; provide facilities and infrastructure; provide consideration and approval of madrasah program plans, approve madrasah programs and budgets, supervise and control madrasah management; and assess the performance of madrasa managers (Mokijat, 2008).

What is the role of the parties in society (personal/institutional)

The community remains actively involved in the journey of madrasa management, for example in school events, then becomes foster parents for underprivileged children, and becomes permanent and non-permanent donors in the development of madrasa facilities. In addition, the role of the community can be measured through the participation of the community in paying for madrasah costs, both in the category of development assistance, which is popularly known as educational donation funds, and monthly student fees. The role that applies universally is close cooperation between madrasa planners and the community around the madrasa in developing strategic plans for implementing, preserving and developing the quality of madrasahs. The role contains three dimensions, namely context, purpose, and environment. (Sagala, 2013).

The role of the community in making decisions is related to determining alternatives with the community to reach an agreement on various ideas that concern the common interest because the community also determines the direction and orientation of development. The manifestation of the community's role in decision-making is for example attending meetings, discussions, contributing ideas, and responding/rejecting the programs offered. The community's role in implementation is a follow-up to plans that have been previously agreed upon both in terms of planning, implementation and goals. In implementing the program, the involvement of various elements is needed. The role of the community in taking benefits is inseparable from the quality and quantity of the program implementation results that can be achieved. In terms of quality, the success of a program will be marked by an increase in output, while in terms of quantity it can be seen from how big the percentage of success of the program that has been implemented. While the role of the community in evaluation is related to the overall program implementation problem which aims to find out whether the program implementation is in accordance with the predetermined plan or not. (Arifin, 2017).

Community support can be categorized into two, namely; moral and material support (Jamaluddin, 2015).

- a. Moral support, namely the attitude of the community that arises from their inner impulse, in the form of approval, willingness, sincerity, appreciation and hope for the existence and management of madrasahs. They support the creation of madrasahs, their survival and development. This form of moral support can be in the form of a willingness to work in the building construction process without receiving compensation, a willingness to become a member of the board and contributions of ideas for the progress of the madrasa.
- b. Material support, is a person's willingness to give up some of what he has to be given to another party (in this case the madrasah). This material support is usually more difficult to realize because it is human tendency to like property. This support can be in the form of the community's willingness to donate part

of their assets for the benefit of the madrasa, for example land, becoming donors, submitting voluntary donations, or even materials for the construction of the madrasa.

In Government Regulation no. 39 of 1992 CHAPTER III article 4 community participation/participation can take the form (Rusdiana, 2015):

- a. The creation and operation of educational units in the school education pathway or the non-school education pathway, in all forms of education (with the exception of official education), and at all school education pathway levels;
- b. The acquisition of resources and the provision of assistance to educational personnel for the purpose of teaching, mentoring, or training students;
- c. Obtaining and providing expert assistance to support the implementation of educational activities or research and development;
- d. The acquisition and/or execution of educational programs that the government has not organized or held to support national education;
- e. The acquisition of funds and the provision of assistance, which may take the form of loans, scholarships, donations, endowments, grants, or other similar arrangements;
- f. Purchasing and assisting with the use of rooms, buildings, and land to carry out Purchasing and assisting with the use of textbooks and educational equipment to carry out activities related to teaching and learning;
- g. Getting textbooks and other educational materials for teaching and learning purposes, as well as providing them;
- h. Providing opportunities for internships and/or job training;
- i. Providing managerial support for the establishment of educational units and the growth of national education;
- j. Providing ideas and considerations regarding the formulation of policies and/or educational development implementation;
- k. Participating in and assisting with research and development activities;
- l. Participation in domestic and international government-sponsored educational and/or research initiatives.

All of them will answer how Community-Based School Management is. Community-based education management can be interpreted as a process of planning, organizing, leading and controlling all sources, personnel and materials in the world of education based on or involving community participation. In this case the education management process is carried out by the community. Community-based education is an educational management that wants to provide the widest opportunity for the community, parents and stakeholders to participate in supporting the improvement of the quality of education. In line with that, educational institutions are more oriented towards efforts to produce output that can be affiliated with the needs of the community and stakeholders. Management model like this usually (Jamaluddin, 2015).

The General Objectives of Community-Based Education are: (1) to assist the government in mobilizing local resources and increasing the role of the community to take a greater part in the planning and implementation of education at all levels, types and pathways of education; (2) stimulate changes in attitudes and perceptions about the community's sense of ownership of schools, a sense of responsibility, partnership, tolerance, and multicultural strength; (3) supporting government initiatives in increasing community support for schools, especially parents and the community through decentralization policies; (4) support the role of the community to develop institutional innovations to complement, enhance, and replace the role of schools to improve quality and relevance, provide greater access, increasing the efficiency of basic education management for basic education and secondary education; (5) helping to overcome purus schools, especially from basic education. The same opinion was also conveyed by Malik Fadjar. According to (Malik Fajar in Anwar, et al., 2017), community-based education management aims to; first, assisting the government in mobilizing local and external resources and increasing the role of the community to take a greater part in the planning, implementation and evaluation of education. Second, stimulate changes in attitudes and public perceptions of school ownership, responsibility, partnership, tolerance, and a willingness to accept socio-cultural differences. Third, support government initiatives in increasing community support for schools, especially parents and the community through decentralization policies. Fourth, support the role of the community to develop institutions to complement, improve, and replace the role of schools and to improve the quality and efficiency of education management (Anwar, et al., 2017).

Community-based education management can be implemented through community involvement in continuous planning, organizing, monitoring and development activities through budgeting and evaluation. The community-based context here refers to the degree of community ownership. Communities have

authority in making decisions and determining educational goals. The community as a source means that there are many things that can be taken from the community for the benefit of education. Even though people are extinct, their legacy can be taken from their knowledge, culture, and so on. The community as an educational actor means that both individuals and groups act as learners. The community as the executor of education carries out the activities of organizing and fostering education in charge of making laws and regulations, formulating, stipulating, and implementing developmental policies in the field of education. Communities as users of educational outcomes, namely the form of graduates who will apply the knowledge they have obtained at educational institutions in the world of work.

Both the government, industry, companies and others as users of education will feel the consequences of education if it is not of good quality. Therefore, there must be a match between the education service program and the needs of the community through cooperation. The community as a planner is in the form of providing ideas or meaningful input to support the formulation of good planning. The active role of the community is expected in conveying information or being directly involved in conveying information or being directly involved in planning discussions, so that graduates of community needs and employment opportunities are in line. The community as a supervisor for control so that program implementation can be guaranteed according to planning. This supervision can be carried out by the education board and school committee. The community as an evaluator evaluates educational programs to measure the extent to which the program has been achieved and the benefits of the program for achieving goals. An example of measurement is how many graduates of a school are accepted into college or the world of work so that graduates will meet the needs of society and employment accordingly.

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Apart from regarding community-based school management, several other studies related to community-based education are:

a. Management of community-based education financing (Fadilah & Wiyani, 2020).

Character education in community-based education (Yetri & Firdaos, 2017), (Retnasari & Sumaryati, 2022), (Sadiq, 2021).

4. CONCLUSION

The findings of this study can be taken in essence that the leadership of the principal of SMKS Al-Inayah shows an influence on teacher performance of 0.67 and has a direct influence of 0.311 or 31.1%. Meanwhile, the excess ($100\% - 31.1\% = 68.9\%$) is controlled by other variables outside the variables not reviewed. Form of Management Typical management on a community basis. With full awareness and for the sake of responsibility to pass on generations who have good scientific insight and also have good character, the community directly contributes to creating affordable and good quality formal educational institutions of course. As the party in charge of the education unit, the government (stakeholder) must respond by providing guidance in the form of licensing and operational administration, supervision, operational assistance, and educational staff, among other things, so that the community-created institution is officially recognized by the State. Provide an evaluative basis to continue to develop and progress.

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